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ABSTRACT

This book describes the Louisiana School Effectiveness Study (LSES), a decade-long project that identified the characteristics of effective schools. Following the foreword by Larry Cuban, four chapters in part 1 outline the rationale and four-phase design of the LSES. Four chapters in part 2 present quantitative and qualitative findings from LSES III and IV, a longitudinal study of 16 elementary schools over an 8-year period. In part 3, three chapters present information on three special topics: the principals' roles in stable and changing schools; the interaction of teacher and school effects; and teacher socialization in effective and ineffective schools. Data showed that elementary schools can raise student achievement and that the improved achievement can persist over time. Context--such as school location, student background, and grade level--influences which improvement strategies are successful. Findings also demonstrated the importance of principals' leadership and the interaction between school and classroom effects. Finally, the local community can facilitate "natural improvement" in schools that were identified as ineffective. A total of 33 tables, references, and an index are included. The appendix contains a statistical analysis of the LSES-II data. (LMI)

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